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FIRST BOO

FOR

CANADIAN CHILDREN.

MONTREAL:
PRINTED BY LOVELL AND GIBSON, ST. NICHOLAS STREET.
1843.

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May - 8 1911

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PART FIRST.

A B C D

E F G H

I J K L

M N O P

Q R S T

U V W X

Y Z

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
	y	z	

Alphabet in which C and G are repeated. The hard sounds of these letters being given in the first names and the soft in the second, which are distingnished by the colon placed above them.

A B C* C̈ D E

F G† G̈ H I J

K L M N O P

Q R S T U V

W X Y Z

---

* First C to be pronounced *ik*; second C to be pronounced *see*.

† First G to be pronounced *ig*; second G to be pronounced *jee*.

a	b	c	c̈
d	e	f	g
g̈	h	i	j
k	l	m	n
o	p	q	r
s	t	u	v
w	x	y	z

The letters promiscuously disposed.

A V	B R	C D	C O	D O	E F
H N	I J	I L	K R	M W	G C
O Q	U V	V Y	P B	S T	X Z

a s	b d	b p	c o	d p	e r
f l	h k	i j	i l	m n	m w
n u	p q	r t	v x	x z	g y

The Vowels.

a e i o u, and sometimes w and y.*

The Consonants.

b c d f g h j k l m n p
q r s t v w x y z

Double and Triple Letters.

ff fi ffi fl ffl

---

* W and Y are consonants when they begin a word or syllable: in other situations they are vowels.

Syllables of two lettres.

The vowels long.

ba	be	bi	bo	bu	by
ca	..	..	co	cu	..
da	de	di	do	du	dy

---

fa	fe	fi	o	fu	fy
ga	..	..	go	gu	..
ha	he	hi	ho	hu	hy

---

ja	je	ji	jo	ju	..
la	le	li	lo	lu	ly
ma	me	mi	mo	mu	my

na	ne	ni	no	nu	ny
pa	pe	pi	po	pu	py
ra	re	ri	ro	ru	ry

---

sa	se	si	so	su	sy
ta	te	ti	to	tu	ty
va	ve	vi	vo	vu	vy

---

wa	we	wi	wo	..	..
ya	ye	yi	yo	yu	..
..	ce	ci	..	..	cy
.	ge	gi	..	..	gy

The vowels generally short.

ab	eb	ib	ob	ub
ac	ec	ic	oc	uc
ad	ed	id	od	ud
af	ef	if	of	uf
ag	eg	ig	og	ug
ak	ek	ik	ok	uk
al	el	il	ol	ul
am	em	im	om	um
an	en	in	on	un
ap	ep	ip	op	up
ar	er	ir	or	ur
as	es	is	os	us
at	et	it	ot	ut
av	ev	iv	ov	uv
ax	ex	ix	ox	ux

ub
uc
ud

uf
ug
uk

ul
um
un

up
ur
us

ut
uv
ux

Words of two letters.

by	he	be	do	go	lo!
my	we	me	to	so	no

---

am	as	if	it	of	up
an	at	in	is	on	us

Reading Lesson.

Do go in	I am up	He is in
Is it on?	Do it so	It is up
If it be	He is up	Do as I do
Is he in	So am I	Do to us

Go to it	Do as we do	We go up
If he be in	So I do	I go in

Syllables of three letters.

bla	ble	bli	blo	blu	bly
bra	bre	bri	bro	bru	bry
cla	cle	cli	clo	clu	cly
cra	cre	cri	cro	cru	cry
dra	dre	dri	dro	dru	dry
fra	fre	fri	fro	fru	fry
gla	gle	gli	glo	glu	gly
gra	gre	gri	gro	gru	gry
pla	ple	pli	plo	plu	ply
pra	pre	pri	pro	pru	pry
sha	she	shi	sho	shu	shy
sla	sle	sli	slo	slu	sly
sma	sme	smi	smo	smu	smy
tra	tre	tri	tro	tru	try

Words of three etters.

a as in far.

bad	cap	had	lad	rag	and
bag	cat	has	mad	tag	—
ban	fan	pan	man	tax	—
bat	mat	pat	tan	wax	—
bar	par	far	mar	tar	—

e as in met.

bed	led	let	men	wet
fed	leg	met	ten	set
den	peg	net	red	sex
hen	pen	pet	wen	vex

i as in pin.

bid	bit	fix	dim	lip
big	dig	mix	him	sip
did	fit	six	wig	tip
din	fin	tin	win	pin

o as in not.

bob	dog	pod	sob	cod	not
bog	log	mob	rob	cot	pot
box	fox	got	lot	hot	rot

Words of three and four letters.

u as in tub.

bud	cut	fun	run	mud	rug
but	nut	gun	sun	mug	tug

u as in bull.

put	pull	full

Reading Lesson.

Let me put by my pen	He has got mud on his cap
Do not go so far	Let us go on
He has a big dog	We can get a box
Get my top for me	I got a pin

a as in fall.		e as in met.		i as in pin.	u as in tub.
all	gall	ell	fell	gill	cull
ball	hall	bell	nell	rill	dull
call	tall	cell	tell	till	hull
fall	wall	dell	well	will	mull

Reading Lesson.

I will fill my mug	He can-not get his ball
We can go up a hill	Go and get it for him
I am not so tall as he	We will run, but not far

Lessons on final e.

a as in far	fate	far	fate	far	fate.
bab	babe	bak	bake	tak	take
cab	cabe	lak	lake	mak	make
bad	bade	rak	rake	bal	bale
cad	cade	sak	sake	cal	cale

---

san	sane	gal	gale	pal	pale
wak	wake	hal	hale	ral	rale
dal	dale	mal	male	sal	sale
fal	fale	nal	nale	tal	tale

---

cam	came	lam	lame	car	care
dam	dame	sam	same	lan	lane
gam	game	tam	tame	mar	mare
ham	hame	ban	bane	can	cane

---

e as in met	me	met	me	i as in pin	pine.
bed	bede	led	lede	bid	bide
ced	cede	wed	wede	hid	hide
ded	dede	red	rede	lid	lide

Lessons on final e.

i as in pin	pine	pin	pine	pin	pine
mid	mide	tid	tide	lit	lite
rid	ride	bit	bite	mit	mite
sid	side	hit	hite	rit	rite

i as in pin	pine	pin	pine	pin	pine.
bil	bile	nil	nile	mim	mime
hil	hile	til	tile	rim	rime
pil	pile	im	ime	sim	sime
mil	mile	lim	lime	tim	time

bin	bine	lin	line	tin	tine
fin	fine	nin	nine	vin	vine
hin	hine	rin	rine	win	wine
min	mine	sin	sine		

Reading Lesson.

I will do as I am bid
We will get nuts for him
Do not run
He has got no nuts
The sun is set
The dog will not go to him

Final e with s added in the plural.

tie ties pie pies code codes tube tubes

Lessons on final e.

o as in not	no	not	no	not	no
bod	bode	mod	mode	bol	bole
cod	code	pod	pode	hol	hole
hod	hode	nod	node	mol	mole
lod	lode	rod	rode	nol	nole

---

o as in not	no	not	no	not	no
pol	pole	dom	dome	con	cone
rol	role	hom	home	lon	lone
sol	sole	tom	tome	hon	hone
vol	vole	bon	bone	ton	tone

---

cop	cope	rop	rope	bor	bore
hop	hope	rop	rope	cor	core
lop	lope	sop	sope	dor	dore
mop	mope	top	tope	lor	lore

---

as in not	no	s as z	s as z		
bos	bose	mos	mose	bot	bote
dos	dose	nos	nose	lot	lote
pos	pose	ros	rose	mot	mote

---

o as u in tub.

come some none

Lessons on final e.

u as in tub, tube.

bud	bude	but	bute	bul	bule
cub	cube	cut	cute	mul	mule
lud	lude	fut	fute	mun	mune
mud	mude	lut	lute	tun	tune
nud	nude	mut	mute	sum	sume
tud	tude	nut	nute		

Proper names of one syllable.

Ann	James	George	Tom	Mag	Kate
Jane	John	Frank	Dick	Rose	Sue

Final e, c, and g soft.

a as in face.		i as in pine.		a as in fate.	
ace	mace	ice	rice	age	rage
face	bace	mice	slice	gage	sage
lace	race	nice	vice	page	wage

Reading Lesson.

Let George and Ann get a ride.
We will go and pull buds, red rose buds.
Take care, Jane. Do not fall.

Words of one syllable.

Double Vowels.

ee as e in me.			oo as o in move.		
deed	need	weed	book	look	sook
heed	reed	need	cook	nook	took
meed	seed	seek	hook	rook	brook

Words of one syllable and of frequent occurrence.

I	mine	me	We	ours	us
Thou	thine	thee	Ye	yours	you
He	his	him	She	hers	her
They	theirs	them	A	an	the
My	thy	our	your	their	
Who	whose	whom	this	these	that
those					

Reading Lesson.

If you will lend your ball to Kate, I will lend my top to you. Well I will lend the ball to Kate. Now let me have your top. Here it is. Take care of it and Kate will take care of your ball. The sun is set. It will soon be time for us to go to bed.

Words of one syllable.

Double Vowels

ee as e in me.			oo as o in move.	
eel	been	beet	boon	boot
feel	queen	meet	moon	foot
heel	seen	feet	loon	moot
peel	ween		soon	root

Words in which the final e has not its usual effect.

i as in pin.	o as u in tub.	far. e as a in fate.	o as u in tub.	
give	dove	are	there	come
live	love	were	where	some

Monosyllables of from four to six lettres,

a as in far, car.

dart	bank	bark	catch	last
part	hank	hark	hatch	mast
tart	lank	mark	latch	past
	rank	park	match	vast

---

a as in fall.	e as in met.		i as in pin.		
awl	gem	flesh	bring	fist	bliss
bawl	hem	fresh	ling	list	hiss
crawl	jest	mesh	cling	mist	kiss
drawl	nest	thresh	wing	wist	miss

Words of one syllable.

Reading Lesson.

George has got a top and a kite. Tom will give the dog to you. Let Ann get a rose, a red rose. I met Frank in the lane. We are to go home soon. Pull the bell.

---

i as in pine.		o as in nor.		o as in not.	
bind	mind	born	morn	bord	prong
find	rind	corn	torn	ford	strong
hind	grind	horn	worn	long	throng
kind	wind	lorn	sworn	song	wrong

---

	u as in tub.			o as in not.
blush	clung	urn	drunk	cock
flush	flung	burn	sunk	lock
hush	stung	churn	trunk	mock
crush	swung	turn	slunk	rock

Dipthongs.

ai as a in fate.

aid	gain	fail	chain	faint	lair
laid	main	rail	fain	plaint	pair
maid	pain	sail	saint	air	chair
paid	rain	tail	taint	fair	stair

---

ea as e in met.

bead	eat	heat	ear	leak	gleam
beak	bleat	meat	fear	bleak	cream
beam	cheat	neat	hear	freak	dream
bean	feat	seat	near	sneak	scream

---

ea as e in met.

earl	earn	bread	tread	earth	heart
pearl	learn	spread	head	dearth	hearth

---

ie as e in me or ee in meet.

brief	chief	mien	thief	liege	tier
grief	field	shield	wield	fierce	

---

ie as e in met.

tierce.

Dipthongs.

oa as o in no.

oar	boat	goad	moat	coal	foam
boar	coat	load	groat	foal	moan
roar	goat	road	throat	bloat	loaf
soar	float	toad	oats	goal	groan

---

ou as o in no. ou as in pound.

four	pour	hour	sour	flour

---

ui as o in move or oo in coo. as i in pin.

fruit	juice	build	guilt
suit	sluice	built	guild

Both vowels sounded.

o as in nor, i as in pine. ou as in pound. ow as in cow.

oil	hoist	bound	hound	bow	tow
boil	moist	mound	found	how	vow
spoil	voice	round	loud	low	
toil		sound	cloud	mow	

---

oy as in no, y as e in met.

boy	coy	joy	loy	toy

---

blew	flew	grew	drew	strew	mew	new

Words of one syllable.

Reading Lesson.

"Come, Jane—come, George! Get your books.

Here is a new book.

Take care not to tear it.

Good boys and girls do not spoil their books.

Speak plain. Take pains and try to read well.

Stand still. Do not read so fast.

Mind the stops. What stop is that?

It is a full stop.

Now, George, do you read.

Jane has read half the page.

This is a page. This is a leaf.

A page is one side of the leaf.

Now shut your books.

Put them by.

You may go and play.

Stay in the shade.

Do not run in the sun-shine.

Words of two syllables.

Sounds of ble, dle, tle.

ble as bl	dl		ple as pl	fle as fl.
a-ble	can-dle	bat-tle	am-ple	baf-fle
ca-ble	han-dle	cat-tle	sam-ple	raf-fle
sa-ble	bun-dle	met-tle	tram-ple	lit-tle
ta-ble	trun-dle	set-tle		brit-tle

Reading Lesson.

How do you do, Frank? I am glad to see you. Here are new books. Lay them on the ta-ble. Hold the mug by the han-dle. Then you will not let it fall. Do not try to snuff the can-dle. Your little fingers cannot do it well.

---

bound-ing	grow-ing	break-ing
flow-ing	sow-ing	mak-ing
sound-ing	throw-ing	rak-ing
round-ing	mow-ing	tak-ing

---

a-gain	a-round	be-side	nev-er	qui-et
	gar-den	broth-er	be-neath	

Words of one and two syllables.

Reading Lesson.

"Now you may go to play."
"Come, we two will spin our Tops."
"Ned has no Top: he cannot play with us."
"But I have a ball and I can toss it."

Up it goes the bound-ing ball.
Catch it, do not let it fall.
Up and up a-gain it flies,
On-ly made to sink and rise.
Up it goes the bound-ing ball.
Nev-er, nev-er let it fall.
Are you tired? Then let it rest.
Lay it in its qui-et nest.

Come Rose, sit be-side me and shew me your new doll. A pret-ty doll!

Words of one and two syllables.

Reading Lesson.

She has long curls of fair hair, and soft blue eyes. Did you dress her ?

" My sis-ter Ann made part of her dress for me."

" Now you may lay her by if you please.

We will go in-to the gar-den and see if there are a-ny ripe plums.

Here are some un-der this tree. Come Rose, come and help to pick them up. Put them in-to this lit-tle bas-ket. Let us count how ma-ny we have got. One, two, three four, five, six, seven, eight, nine, ten, and here is another just fall-en. We have eleven. Now take five for yourself and car-ry six to Char-les and here are two green ga-ges for you and one for him.

" There were ripe plums be-neath the tree
Broth-er, aunt has sent you some :"
Six for you and five for me
And three green ga-ges. Brother come !"

Words of one syllable.

Consonants not sounded.

b silent, gh silent, i as in pine, k silent, b silent, ou as in bull.

lamb	bright	right	back	sack	could
limb	light	sight	lack	tack	should
comb	might	tight	knack	hock	would

o as in move.

tomb	night	tight	rack

Various sounds of ough.

gh silent, ou as a in fall.

ought	fought	sought	
bought	nought	wrought	

gh silent, ou as o in no.

dough
though

---

gh as f, ou as o in not.

cough	enough	
trough	rough	

gh as f, ou as u in tub.

tough

gh silent, ou as o in move.

through

gh silent, ou as u in sound.

bough
plough

---

gh silent, au as a in fall.

caught	fraught	naught	taught

gh silent, au as a in far.

laugh

gh silent, ai as a in fate.

eight	neigh	weigh	veigh

Words of one syllable.

Consonants not sounded.

l silent, a as in fall.

balk	chalk	talk	walk	stalk

Different sounds of ch.

ch like k.

chrat	choir	chord	scheme	school

ch like tsh.

chase	charm	cheer	child	chide	chill

---

tch, ch like sh, a as in far.

batch	catch	hatch	latch	match

---

ch as sh.

bench	inch	linch	quench	wrench
French	pinch		stench	clench

---

ow as ou in pound.			as o in not.	
crown	cow	growl	grow	mow
frown	cowl	howl	sow	mown
drown	crowd	owl	own	

Words of one syllable.

Different sounds of the dipthong ea, with short reading lessons to correspond.

ea as in me, ea as in met.

bead	head	Will you give me those blue beads to put on my doll's head?
lead	lead	Lead the baby to me. Hand me that small piece of lead.
mead	bread	Mead is made from honey. Bread is made from wheat.
do read,	did read.	
read	read	I read this page now. I read the other yesterday.
meat	breath	Do yo wish for some meat? His breath is sweet.
gleam	spread	A bright gleam of sunshine spread over the field.
beam	tread	Hook that scale on the beam. Tread on the floor-cloth.
bean	health	The beans are in pod. She is in good health.
stream	wealth	Wealth flowed on him in a stream.

Words of one syllable.

Different sounds of the dipthong ea, with short reading lessons to correspond.

ea as in me, ea as in met.

bleat	thread	The lamb bleats. Hand me the thread.
tear	threat	The young girl shed tears. These are vain threats.
seat	death	Take this seat. Death is the end of all.

ea like a in fate.

bear	One bush of beans bears many pods.
tear	Do not tear the paper.
wear	You will wear your new hat to-day.

Of the Points and Notes used in composing Sentences.

A Comma is marked . . . thus ,
A Semicolon . . . . . thus ;
A Colon . . . . . thus :
A Period, or Full Stop . . thus .
A Note of Admiration . . thus !
A Note of Interrogation . . thus ?
A Parenthesis . . . . . thus ()

Pauses in Reading.

The learner should stop—
at the Comma, till he could count one ;
at the Semicolon, ... two ;
at the Colon, ... three ;
at the Period, ... four.

Reading Lesson.

Rain.

Shall we walk?
No—not now, I think it will rain soon.
Look how black the sky is!
Now it rains.
How fast it rains.
Rain comes from the clouds.
The ducks love rain.
Ducks swim and geese swim.
Can Charles swim?
No; Charles is not a duck nor a goose: so he must take care not to go too near the pond, lest he should fall in.
I do not know that we could get him out. If we could not he would die.
When Charles is as big as Frank he shall learn to swim.

(*Mrs. Barbauld's lessons.*

FIRST BOOK

FOR

CANADIAN CHILDREN.

PART SECOND.

Words of one, two, and three syllables.

School.

Teach-er, pu-pil, mas-ter, scho-lar, class, school-mate, class-mate, play-mate, les-son, a-round, hap-py, show-ing, read-ing, sit-ting, at-tend, po-lite, tell-ing, stand-ing.

Home.

Fath-er, sis-ter, un-cle, ne-phew, moth-er, broth-er, aunt, niece, ba-by, peo-ple, cra-dle, lit-tle, help-less, chil-dren, ser-vants, kind-ness, pret-ty, Ma-ry.

Some-times, ma-ny, e-ven, gent-ly, co-ver-ed, al-ways, e-nough, a-lone, will-ing-ly, green-ish.

Reading Lessons.

School.

"Lit-tle one can you tell me where you are, and who I am, and who all those lit-tle boys and girls a-round you are?"

"I am in school, you who are shew-ing me and tell-ing me how to read are my teacher; they that are standing beside me, reading in books like mine, are my class-mates; those other lit-tle boys and lit-tle girls sit-ting round the room are my school-mates and we all are your pu-pils."

"Then as I am your teach-er you must at-tend to what I say to you, and do what I tell you to do; and, if you wish to be good and hap-py you must be kind and po-lite to your class-mates and to your school-mates."

Home.

"You do not stay always in school?"

"No, we go home when school is over."

"And, when you get home, who are a-round you there.

Our fath-ers and moth-ers and sis-ters and broth-ers.

You love your fath-ers and moth-ers. You ought to love them; for they took care of you when you were lit-tle help-less ba-bies, and they take care of you and get what you need for you still. You love them, but do you al-ways do what they tell you to do? That is the way to show that you love them.

You love your broth-ers and sis-ters. Do you al-ways speak kind-ly to them.

You big-ger chil-dren ought to be gen-tle to the lit-tle ones; you were once lit-tle as they are now, and needed to have as much done for you; and you lit-tle ones ought to mind what your el-der broth-ers and sis-ters say. You do not know how often and how kindly some of them have nursed you.

The Baby.

When you get home you like to see the ba-by-do you not?

Yes we do—we love the ba–by.
Chil-dren al-ways love the ba-by.

But they do not al-ways like to have to help to nurse it. The chil-dren of peo-ple who are rich e-nough to keep ma-ny ser-vants, do not need to help to take care of the ba-by.

They kiss its lit-tle cheek, and pat its lit-tle hands and say :—" Pret-ty ba-by ! Dear lit-tle ba-by !" and then they run a-way to their own sports, and no one calls them back, and even if they should want to take care of the ba-by the nurse would not give it to them ; but peo-ple who can-not keep ma-ny ser-vants are of-ten o-bliged to call lit-tle girls, and some-times lit-tle boys, to rock the cra-dle, or to sit on the clean swept floor, or on the grass plot beside the ba-by and play with it, and chil-dren should al-ways come quick-ly and will-ing-ly to do so.

Young Mary of-ten watch'd the bed
Where slept her in-fant broth-er,
And Mary of-ten gent-ly led
The ba-by to his moth-er

Or coax'd him with her-self to stay,
And made for him a pret-ty play,
That ba-by now a boy hath grown,
He can play, and talk, and walk alone;
And of Ma-ry's kind-ness when they speak
He says, "I love my sis-ter too;
Her pret-ty dolls I'll nev-er break,
And I'll do what she bids me do."

The Cat.

"We have a cat at home, and a dog and a bird."

"Are the cat and dog like each other?"

"No, they are not at all like, only that they have four feet."

"Four feet between them?"

"No, each has four feet."

"And are they not both covered with hair?"

"O yes, I forgot that."

"Come then, Jane, you shall tell us what

like the cat is, and then George will tell us what like the dog is."

The cat is black and grey, grey with black streaks; she has a small head, and short point-ed ears; her eyes are green-ish and the black in the middle of them is small like a short line; she has a long tail, and her lit-tle tongue is very rough. She has nice soft paws and can play very gently when she pleases, but when she is an-gry she puts out her sharp claws and scratch-es. When she wants any thing she says "mew, mew," and when she is glad she purrs.

She watches for mice and if one of them comes out she springs on it and seiz-es it—and then lets it run a-way a lit-tle and catch-es it a-gain, and when she has teas-ed it a long time she eats it up.

"Very well, Jane, yours is a tab-by cat. You shall go home very soon and then you will go and play, will you not?"

"Yes, I will—I will go and find pus-sy."

"Pus-sy cat—pus-sy cat! come to me.
Jump up, pus-sy, and sit on my knee,

Now curl up your tail and draw in your
claws,
And pat my hand with your pret-ty soft
paws.

The Dog.

"Now, George, will you tell us what like the dog is?"

"The dog is larger than the cat, and he is brown and white—white with large brown spots; his eyes are brown and the black spot in the mid-dle of them is round like a bead; his ears are long and they are cov-er-ed with long sil-ky hair, all his hair is sil-ky and it curls a lit-tle; his tongue is large and it is al-ways wet. Sometimes he licks my face with it. His paws are broad and he can-not draw back his claws; but he nev-er scratch-es his friends nor does he ev-er bite them. When he asks for a-ny thing he whines and when he is angry he barks. He barks too when he is glad; for he barks when I take him out to run about with me."

"Your dog is a spaniel, George, you have described him very well; and now you may go home."

"Jump up—jump up my own dog!
A-way—a-way, a-way!
We'll scam-per down the gar-den walk;
For I have time to play.

And tread not on the flower beds;
But fol-low, fol-low me;
Our path lies through the lit-tle gate
Be-neath the li-lac tree.

Now we are in the or-chard,
And free-ly you may bound,
You can-not knock the trees down,
So scam-per round and round.

And bark a-gain my own dog!
A-way—a-way, a-way!
You nev-er stay at home a-lone
When I have time to play."

The Canary.

Feath-ers, su-gar, de-light, re-main, car-ol, sal-lad, pris-on, sum-mer, wan-der, liv-ing, morn-ing, coun-try, plen-ty, gath-er, hatch-ed, boil-ed, com-pell-ed, ne-glect-ed, sweet-ly, slow-ly, crim-son, pris-on-er, a-mong, a-long.

—

The bird is a ca na-ry, he is a pret-ty bird, his feath-ers are bright yel low. He lives in a cage, a ve-ry pret-ty cage hung high up. That is his house. Sally cleans it for him every morn-ing and gives him fresh wat-er, and fills up his seed-glass, and then mam-ma sticks a piece of loaf su-gar be-tween the bars of his cage, and some-times she gives him the yolk of a hard boil-ed egg, and we gath-er chick-weed, and hang it over his cage, to be sal-lad for him; and he is glad when he sees it and claps his lit-tle wings and pecks at it with his ti-ny bill, and then he sings.—O, how loud and how clear he sings!

From that lit-tle throat,and with that lit-tle bill,
Pour forth the sweet notes my pret-ty canary!

Try and sing loud-er than Cla-ra and Mary.
Car-ol on, car-ol on, sweet-ly and shrill;
Loud-er yet, loud-er than Cla-ra and Mary,
Car-ol on, car-ol on, pret-ty ca-na-ry.

"Poor lit-tle bird! you treat him kind-ly; and you ought to treat him kind-ly; for he is a pris-on-er, his cage is pret-ty but still it is a pris on."

"Do you think that pret-ty cage our bird has, a pris-on?"

"Yes, George, any place, how-ev-er pret-ty, in which a liv-ing crea ture is com-pell-ed to re-main, and where it can-not use its limbs or wings in the man-ner they were made to be used, is a pris-on. Your ca-na-ry's cage may be very pret-ty, still it is only a pret-ty pris-on; but he can-not live at li-ber-ty. In a cage he was hatch-ed and in a cage he must re-main till he die. Even if you would let him go he would only go to die; the cat would catch him if he should stay in the house, and if he should fly to the woods the cold of one wet or frosty night would chill him to death; for this is not the coun-

try of ca-na-ries; their own coun-try where they fly at li-ber-ty is nev-er cold.

Treat him kind-ly then, poor lit-tle pris-on-er! He can nev-er know the de-light the free birds of our coun-try feel when they rise high in air, or sail slow-ly a-long in search of food or pas-time for them-selves. Take good care of the poor lit-tle ca-na-ry; for if he were to be ne-glect-ed he would die. He can-not ask for what he wants; nor can he go to seek it; but he has nev er known what li-ber-ty is, and when he gets plen-ty of ev-er-y thing nice he feels glad and sings ve-ry mer-ri-ly; but nev-er do you try to make pris-on-ers of a ny of the free wild birds. They chirp and sing to us in sum-mer and we see them, with their blue and crim-son and dark-brown plumes, among the green leaves, and when cold win-ter is near they fly a-way to the south, and come back to us a-gain when the young buds are burst-ing forth on the trees.

Leave them then at li-ber-ty to sing their own sweet notes and wan-der where they will.

The Horse.

"The cat and the dog and the bird live in the house; but we have a horse, too, and he lives in the sta-ble."

"And what is the horse good for? He can-not sing like the ca-na-ry, nor can he catch mice like the cat."

"No, but he can do much more: he can draw the wag-gon, and give us nice rides. Tom puts the har-ness on him, and and then we get in, and some-times pa-pa drives, and some-times my broth-er, and I am going to learn to drive soon. As soon as we are all rea-dy he trots a-way with us—a-way from the town—down by the riv-er side, or far a-way among the green fields and the mea-dows and or-chards in the coun-try. Where-ev-er we wish to go he goes, and when we wish to come home he brings us back; and then Tom takes off his har-ness; and some-times I pat him, and tell him he is a good horse."

"But lit-tle boys must take care and not go too near hors-es; be-cause if they do they may get hurt."

"They must take care to go near them the right way, that is it; and they must not go near hors-es that they do not know; because some hors-es are cross, and will strike with their fore feet or bite; but Sul-tan is a good na-tur-ed horse, and nev-er wants to hurt a-ny one—and I do not go be-hind him, for then he might kick and hurt me without know-ing it; but I stand on the steps, close by his head, and call him by his name and stroke his neck; and some-times I give him a piece of bread with salt on it, and he takes it quite gent-ly, and rubs his head on my shoul-der."

"Well, George, I see you know how to take care of your-self; and I think by the time you get old e-nough to have a horse, you will be able to take good care of him."

The Cow

Cot-tage, milk-ing, o'er-hung, a-bout, e-ven-ing, bram-ble, be-neath, re-peat, hum-ming, roc-ky, an-i-mals, pas-ture.

Can you tell a-ny thing a-bout the cow, Jane?

Yes, for my aunt lives in a pret-ty cot-tage not far from town, and she has a horse and a cow too; and the cow stays in the pas-ture all day in summer, and comes down the green lane to be milked ev-er-y even-ing; and she looks ve-ry gen-tle, and stands quite still while the maid is milk-ing her; and her milk is much ni-cer than the milk we get in town. I think she is of as much use as the horse; for if we had no cows we could get no milk, nor cheese, nor butter.

"Gen-tle cow, that comest at night,
With thy milk so sweet and white,
Gath-er'd from the gras-sy plain,
Rea-dy for An-nette to drain!

Do not, do not, go to feed,
On wild leek or bit-ter weed;
But the frag-rant clo-ver eat,
That will make it ve-ry sweet.

Where the bram-ble shoots are found,
Where the bees are hum-ming round,

Where the grass grows fresh and fine,
Gen–tle cow, go there and dine.

Where, o'er–hung by ma–ple boughs,
Pure and clear the stream–let flows;
Just be–neath the rock–y brink,
Gen–tle cow, go there and drink."

"Your aunt's seems to be a ve–ry gen–tle cow, Jane, and you re–peat those lines ve–ry well; but have you ne–ver seen a–ny oth–er tame an–i–mals in the fields?"

"Yes, I have seen sheep; and once, when we rode far a–way in–to the coun–try, I saw large flocks of them."

"Well, here is Ed–ward Ber–nard: he is just re–turn–ed from spend–ing his ho–li–days in the East–ern Town–ships, that is farth-er a-way than you have yet been: he can tell us what they have there."

"They have horses, and colts, and ox–en, and young steers, and bulls, and cows, and calves, and heif-ers, and sheep—large flocks of sheep, three hun–dred some–times in one

flock, and there they do not need to draw wa–ter for their cat–tle for the coun–try is full of hills with streams of wa–ter run–ning down their sides, and there are large lakes too, large e–nough for ships to sail in; but no ships can get to them; and there are lof–ty moun–tains, some of them stand–ing close to each oth–er. That part of the country is not at all like this."

"And how did you like that part of the coun–try which you found so dif–fer–ent from this?"

"I liked it very well. I had fine sport fish–ing in the lit–tle streams and help–ing to rake the hay; and I went in–to the woods too, but not far, for my cou–sins had not time to go far with me; and I could not go a–lone be–cause some–times there are bears in the woods and be–sides I might have lost my way. They said if I could stay till after har-vest we would go and ram–ble through the woods and shake down the nuts and gath-er bas–kets full of them; but I had to come a–way and they have pro–mised to gath–er some for me."

Native Land.

"Ca-na-da is our coun-try, it is our own na-tive land, for we were born in it."

"Then it is not my native land, for I was not born in it."

"Lit-tle boy where were you born?"

"I was born in Eng-land."

"Will you tell us what is your name?"

"My name is Charles Tal-bot."

"Now then, Charles, will you tell us what has brought you here?"

"My fath-er and moth-er have come and have brought me, and my sis-ter and my lit-tle broth-er; and we are come to stay all our lives here; so this is my coun-try too, and now I have two coun-tries."

"But it is not my na-tive land, for I was not born in it, and it is not my coun-try, for I came to stay on-ly a lit-tle while in it. I do not want ei-ther of your coun-tries. I have my own, and now I am go-ing back to it."

"Lit-tle boy, what is your name?"

"My name is Hen-ry Wal-ton."

"Will you tell us, Hen-ry, where you were born?"

"In the U-ni-ted States. Now, tell me, do you think yours a bet-ter coun-try than mine?"

"Hen-ry, we can-not tell you. We have not yet seen your coun-try. We love our own best: our pa-rents and friends are in it."

"We love our spring with its own sweet green,
Our sum-mer with all its flow-ers;
And autumn's sky—oh! it smiles serene
Over this fair land of ours.

And well do we love in the win-ter day,
'Mid the pure white new fallen snow to play;
And mer-ry are we, in the win-ter night,
When the fires blaze high, and the lamps burn bright.

Good bye, Hen-ry Wal-ton. If you come back a-gain we shall be glad to see you.

Ali Bey.

"'Tis Al-bert's colt—'tis Ali Bey,
That uncle gave him yes-ter-day;
And Al-bert likes to see him bound,
With flow-ing mane the pasture round."

"Yes, 'tis my colt—'tis Ali Bey,
My fath-er gave me yes-ter-day;
When you can work as I have done,
Your fath-er says he'll give you one."

Words of two syllables

Ac-cent-ed on the first syllable.

Ab–ba	ac–tress	an–gle	ai–ry
ab–bey	al–mond	an–chor	ar–dent
ab–bot	al–tar	an–swer	aw–ful
a–corn	ap–ple	a–ble	a–zure
a–cre	a–pron	ac–tive	ban–quet
ac–tion	ar–row	ab–sent	bar–gain
ac–tor	au–thor	a–gile	ban–ter

Words of two syllables.

Ac-cent-ed on the first syllable.

bat–ter	bush–el	clat–ter	car–ter
bel–low	bus–tle	com–fort	cas–ket
bil–let	butch–er	care–ful	dead–ly
black–en	but–ler	clas–sic	death–less
blun–der	but–ter	clean–ly	de–cent
bor–der	bale–ful	clev–er	dis–tant
bris–tle	bash–ful	clou–dy	doubt–ful
bur–nish	bloat–ed	clown–ish	dread–ful
ba–by	blood–less	come–ly	dal–ly
ba–con	bloo–dy	court–ly	dam–age
bag–gage	bo–ny	craft–ly	dan–dle
bai–liff	bound–less	crook–ed	drag–gle
ba–ker	boy–ish	cru–el	dic–tate
bank–er	bul–ky	cab–in	dif–fer
bub–ble	can–did	ca–ble	dam–sel
buc–ket	can–ter	ca–dence	dan–cer
buc–kle	ca–per	cam–bric	di–et
buck–ram	ca–vil	can–cer	dis–tance
bud–get	cheap–en	can–dle	dol–lar
bul–let	chris–ten	can–ker	dol–phin
bun–dle	chuc–kle	can–non	do–nor
bur–den	clam–ber	can–vas	dow–er

Words of two syllables.

Ac-cent-ed on the first syllable.

dra-gon
draw-er
dri-ver
drop-sy
du-ty
dwell-ing
ea-gle
Eas-ter
e-cho
ed-dy
el-bow
em-met
em-pire
ef-fort
en-try
en-voy
en-vy
e-phod
es-sence
eye-sight
eye-sore
fa-ble
fab-ric
fal-con
false-hood
fam-ine
fan-cy
fa-vour
feath-er
fe-male
fen-der
fe-ver
fid-dle
fig-ure
fin-ger
flag-on
flow-er
fol-ly
foot-step
fore-head
for-est
frig-ate
fur-row
fu-ry
foun-tain
fear-ful
fee-ble
fra-grant
faith-ful
fruit-ful
for-mal
friend-ly
fros-ty

Town and Country.

"Little boys and girls of the country, why do you not come to town to see us? We see you sometimes when we ride out in summer

to breathe the pure air, and see the green fields and trees. We can see you helping to plant potatoes and bringing the cows home to be milked, and raking the new mown hay, and helping to gather the ripe apples. Sometimes, but not often, we meet some of you going to school. We know you are going to school because you are carrying books ; and sometimes we meet boys, quite little boys, riding slowly along without any saddles on their horses. Little boys and girls of the country, why do you not come to town to see us. Your fathers have plenty of horses to bring you."

" Little boys and girls of the town, our fathers have work to do at home—their horses must help them to do it, and we too must help; for there is a great deal of work in the fields and meadows that children can help to do. If we did not help to plant potatoes the season would be over before enough could be planted. If we did not bring the cows down

to be milked our fathers or elder brothers or our mothers or sisters would have to leave their work to do it. If we did not help to make the hay, those who are able to mow and cart would have to toss, and rake, and gather it. This would take a great deal of their time and there could not be so much hay made, and then your fathers could not keep so many horses. If we did not help to gather the apples, they would have to be shaken from the trees as cyder apples are and they would be bruised and would spoil; and then you would not have so many nice apples to eat in winter, nor would our fathers get so much money to buy what they want for themselves and us. Those little boys you sometimes meet riding slowly along are not riding for play. They are taking the horses to water or from one field or stable to another.

"Little boys and girls of the town, our work lies in the fields and the meadows and the

orchards; that is the reason you see us so often there; but if we were to go to town we would not see what you were doing; for you are shut up in your houses or your schools. Some of us have been to town but did not see you except when you chanced to be going to or returning from school. We never see any little boys or girls working; except sometimes in the fine days in winter; then we see little boys nicely and warmly dressed, helping to clear the footpath, and tossing with their little shovels the light new fallen snow; and sometimes we see them making snow-balls of it, and throwing them at each other. Sometimes too we see little boys, but not nicely dressed, carrying baskets from the market.

"Little boys and girls of the town, do you come to the country to see us; or is it to see the green fields, and the pleasant meadows, and the orchard trees, sometimes white with blossom, and sometimes bending with ripen-

ing fruit? In town there are long rows of houses, and shops with large windows, and many fine things in them, and if we go there it can only be to look at those fine things or to buy some of them; for the doors of your houses are always shut and we can never see what you are doing, but come to the country to see us, we like to see you, and you will find us in summer among the pleasant fields, and the waving trees, and the green meadows; for our work lies there."

My Mother.

Who fed me from her gentle breast,
And hush'd me in her arms to rest;
And on my cheek sweet kisses prest?
My Mother.

When sleep forsook my open eye,
Who was it sung sweet lullaby,
And rock'd me that I should not cry?
My Mother.

Who sat and watch'd my infant head,
When sleeping on my cradle bed;
And tears of sweet affection shed?
My Mother.

When pain and sickness made me cry,
Who gazed upon my heavy eye,
And wept for fear that I should die?
My Mother.

Who lov'd to see me pleas'd and gay,
And taught me sweetly how to play,
And minded all I had to say?
My Mother.

Who ran to help me when I fell,
And would some pretty story tell,
Or kiss the place to make it well?
My Mother.

Who taught my infant heart to pray,
And love God's holy book and day ;
And taught me wisdom's pleasant way ?
My Mother.

And can I ever cease to be
Affectionate and kind to thee
Who wast so very kind to me,
My Mother ?

Ah no ! the thought I cannot bear
And if God please my life to spare
I hope I shall reward thy care,
My Mother.

When thou art feeble old and grey
My healthy arm shall be thy stay
And I will soothe thy pains away.
My Mother.

And when I see thee hang thy head,
'Twill be my turn to watch thy bed,
And tears of sweet affection shed,
My Mother.

For God who reigns above the skies
Would look with vengeance in his eyes
If I should ever dare despise
My Mother.

"Oh! I would not be a sailor," said Frank Coleman, as, after reading the account of a shipwreck on the coast of France, he laid a hickory log on the bright hearth-fire in the parlour. "I would not be a sailor," repeated he again, as the blaze caught the rich and crackling bark and gleamed on the polished hand-irons. "I wonder any one can be so foolish as to be a sailor." "I do not wish you to be a sailor, Frank," said his mother, "we have no son but you and we would like you to remain with us, but if every one thought and felt as you do there would be no sailors." "And could we not live without sailors, mamma?" said Frank.

"We might live without them certainly;

but if there had been no sailors how would your grand-father have got to this country where he is now so much more comfortable than he would have been if he had remained in the land he was born in? And if there were no sailors now how would we hear what people in other countries are doing? How would we hear from your sister who is in England; or how would she and her husband get back to us again?" "I see now, mamma, that we could not do very well without sailors." "We could not. There are many other reasons than those I have mentioned for our not being able to do well without them. You do not know and cannot at present understand the reasons some boys have for choosing to be sailors; but look round the room and try if you can tell how many of the articles in it come from countries beyond the sea. Ought we not to think and speak kindly of those to whose toils we owe so many of our comforts?"

The Sailor Boy.

I am a sailor boy—dear to me
The bounding bark on the deep blue sea;
When her white sails swell in the favouring wind,
As she leaves the lessening shore behind;
Mounting the billows her sides that lave,
And holding her course o'er the parting wave.

Away, away over ocean's foam,
We are steering on for our island home;
But while we are yet on the wide, wide sea,
Our own tight bark is a home for me.

Cheerily, merrily, high on the mast,
Rock'd by the billow, and swept by the blast,
I take my place boldly 'twixt ocean and sky
I can sing loudly when land is nigh.

I am a sailor boy—dear to me
The bounding bark on the deep blue sea.

The Yeoman's Boy.

I am a yeoman's boy—not for me
The toils and the perils of the deep, deep sea;
Yet I can toil, when the flowers are springing,
And over my head the wild bird singing;
Can rise at the earliest dawn of morn,
To yoke the oxen, or hoe the corn.

And I can toil too, when winter throws
Over the cold earth his mantle of snows;
You may hear my axe fall with ringing stroke
On the beech and the birch and the sturdy oak.

But when toil is over I love to rest
'Neath a sheltering roof on the earth's calm breast.
I am a yeoman's boy—not for me
That wandering home on the wide, wide sea;
But sailor boy! come, if thou wilt, to ours;
Come in the season of fruits and flowers.

The first and great Commandment.

Creature of God! thy Creator above
Claims thy first homage—thy unrivall'd love;
To mortals around thee his simple decree:
"Do as thou would'st they should do unto thee."
Yet if one who hath wrong'd thee for pardon should sigh,
Never in anger or hatred reply.
Child of the guilty—beloved and forgiv'n!
In thy bosom be mirror'd the mercy of Heaven.

MULTIPLICATION TABLE.

twice		3 *times*		4 *times*		5 *times*		6 *times*		7 *times*	
1 are	2	1 are	3	1 are	4	1 are	5	1 are	6	1 are	7
2	4	2	6	2	8	2	10	2	12	2	14
3	6	3	9	3	12	3	15	3	18	3	21
4	8	4	12	4	16	4	20	4	24	4	28
5	10	5	15	5	20	5	25	5	30	5	35
6	12	6	18	6	24	6	30	6	36	6	42
7	14	7	21	7	28	7	35	7	42	7	49
8	16	8	24	8	32	8	40	8	48	8	56
9	18	9	27	9	36	9	45	9	54	9	63
10	20	10	30	10	40	10	50	10	60	10	70
11	22	11	33	11	44	11	55	11	66	11	77
12	24	12	36	12	48	12	60	12	72	12	84

8		9 *times*		10 *times*		11 *times*		12 *times*	
1 are	8	1 are	9	1 are	10	1 are	11	1 are	12
2	16	2	18	2	20	2	22	2	24
3	24	3	27	3	30	3	33	3	36
4	32	4	36	4	40	4	44	4	48
5	40	5	45	5	50	5	55	5	60
6	48	6	54	6	60	6	66	6	72
7	56	7	63	7	70	7	77	7	84
8	64	8	72	8	80	8	88	8	96
9	72	9	81	9	90	9	99	9	108
10	80	10	90	10	100	10	110	10	120
11	88	11	99	11	110	11	121	11	132
12	96	12	108	12	120	12	132	12	144

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